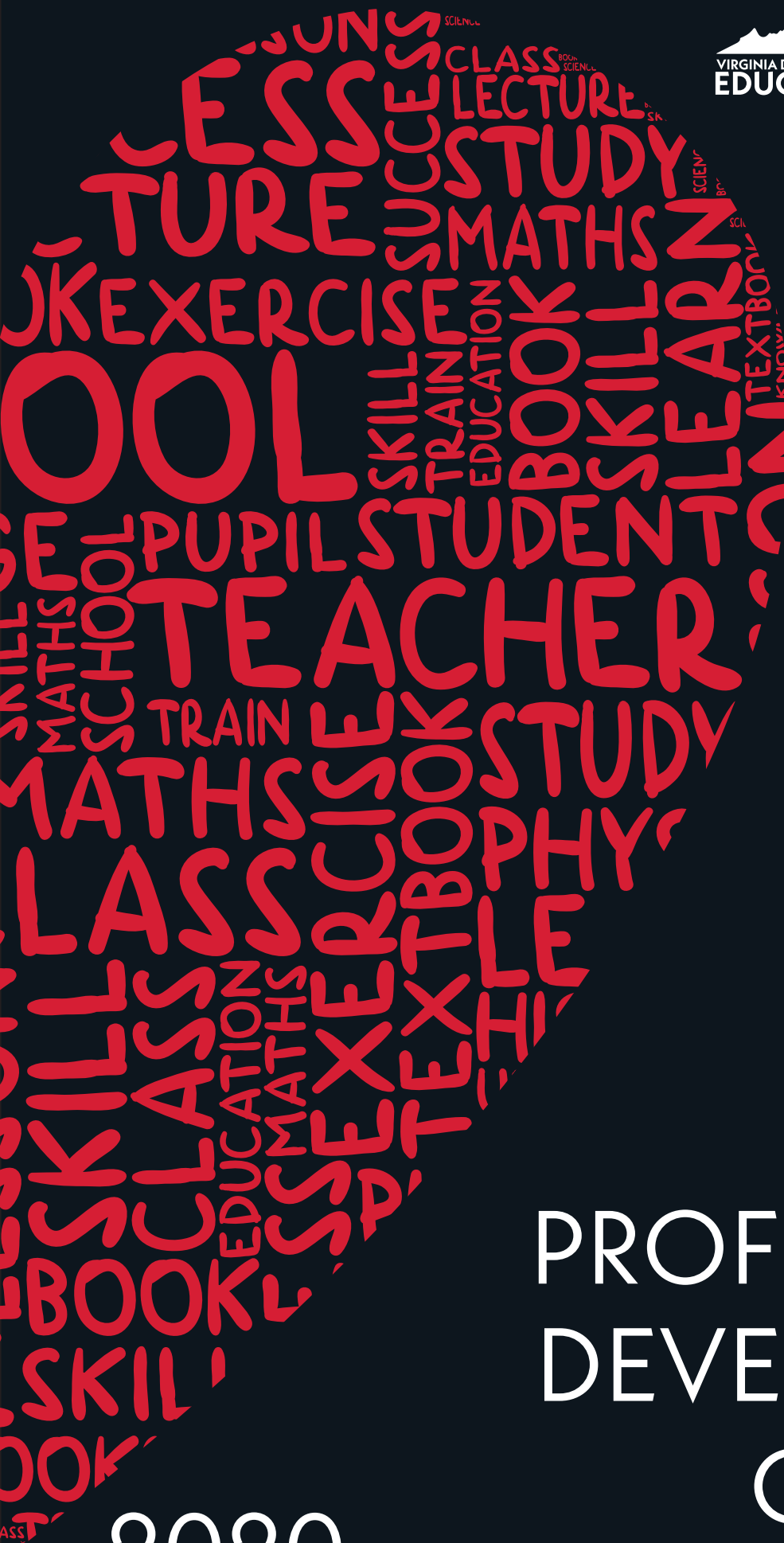VIRGINIA DEPARTMENT OF EDUCATION

VIRGINIA IS FOR LEARNERS

C4L∞
CONTINUITY
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LEARNING

PROFESSIONAL
DEVELOPMENT
GUIDANCE

2020

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CONTENTS

INTRODUCTION

The purpose of this *Continuity for Learning (C4L) Professional Development Guidance* document is to assist administrators as they consider the professional learning needed to ensure the continuation of quality instruction and services through the close of the 2019-2020 school year and to remain prepared for the school year ahead.

VIRGINIA LEARNS ANYWHERE

The Virginia Department of Education (VDOE) created a Continuity for Learning (C4L) Task Force to address the immediate needs of administrators and teachers in supporting students. The C4L Task Force virtually convened over 120 members to create the recommendations in the Virginia Learns Anywhere document. The creation of guidance for division- and school-level administrators on professional development designed to support teachers, families, and the community in the transition back to school is among the task force's recommendations.
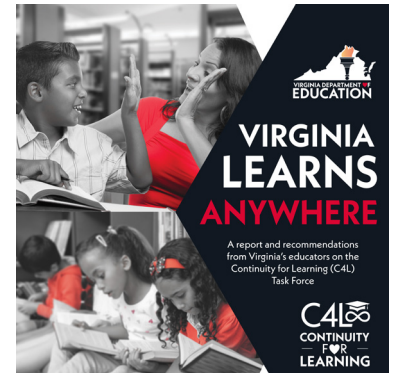
PROFILE OF A VIRGINIA GRADUATE

While providing guidance to school divisions for meeting academic, social-emotional, nutrition, and safety needs of students, the Virginia Learns Anywhere document encourages school divisions to incorporate the Profile of a Virginia Graduate and provide opportunities to engage students in the 5 C's: critical thinking, creative thinking, communication, collaboration, and citizenship skills. This approach will prepare every student with the content knowledge and the skills needed to apply that knowledge after graduation. Professional development should build teachers' abilities to design learning opportunities that will result in a Virginia graduate who is able to:

- Achieve and apply academic and technical knowledge;
- Demonstrate workplace skills, qualities, and behaviors;
- Build connections and value interactions with others as a responsible and responsive citizen;
- Align knowledge, skills, and personal interests with interests with career opportunities.
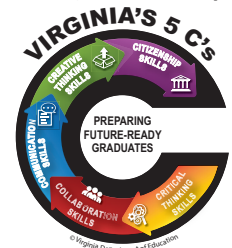
KEY CONSIDERATIONS FOR PROFESSIONAL DEVELOPMENT

School and division leaders must be prepared to reexamine their current systems, programs, customs, and resources to determine next steps around scheduling, planning, and staff development. Administrators should assess the professional needs of teachers and staff and use those results to inform offerings. Administrators are encouraged to provide teachers with access to anytime, anywhere, personalized professional learning to meet their individual needs. For many school divisions, professional learning on topics such as learning management systems and best practices for remote teaching and learning occurred before the extended school closing. School divisions are encouraged to plan and implement professional learning that will prepare teachers for remote teaching and learning in the future, should the need arise.

This document provides *key considerations* to assist administrators, Central Office, and Principals as they establish professional development that will support quality instruction and prevent further expansion of learning gaps. Guidance for supporting the physical, social, and emotional needs of students, families, staff, and the community is included and should inform those professional development decisions. Creating an environment to ensure safety, belonging, and mental health as a foundation for learning is imperative. Adequate support to ensure student success should include training for school staff on culturally responsive student and family outreach strategies.

The *C4L Professional Development Guidance* document is divided into six categories to assist school division and school level administrative staff in focusing efforts when creating professional development. The intent of including the information in the sections below is to ensure aspects of the daily operations of schools are not overlooked as division personnel tackle the multiple facets of pulling resources together for professional learning. The following sections are a high level overview that leadership may wish to consider. A more robust explanation of individual topics in these sections can be located in the Appendices at the conclusion of this document.

THIS DOCUMENT HELPS TO BRING ATTENTION TO THE FOLLOWING CONSIDERATIONS:

1. What **operational and logistic** considerations are necessary to support professional learning opportunities?

2. What is in place to support the **physical, social, and emotional needs** of students, families, and community?

3. How will **programs** need to be adjusted to continue meeting staff, student, and community needs?

4. How will **instructional gaps** be addressed to ensure learners of all abilities are being served equitably?

5. What will **instruction and evaluation of learning** look like in the form of classroom, school, and division assessments?

6. What **outreach** will need to occur to meet varying stakeholder groups?

CATEGORIES

OPERATIONS AND LOGISTICS

School divisions should take into consideration the overall operations and logistics of their schools and what professional learning may be required as they return to normal operations. See Appendix I.

- *Code of Virginia*: It is important to recognize the varying degrees of professional learning that are required with relation to licensure, specialty programs such as gifted services and special education, and other services specifically codified in the regulations.

- **Communication, Health, and Safety:** School divisions will need to provide professional development opportunities to ensure a safe, secure, and healthy learning environment as buildings reopen. Leaders are encouraged to consider how COVID-19 influences preparations for reopening school facilities. Also consider how it may impact the way a clean and healthy environment will be maintained moving forward.

- **School Redesign, Scheduling, and Planning:** Administrators must consider creative, alternative school designs that will most effectively address health and safety recommendations and lost learning and meet the varied and uncertain social, emotional, and academic needs of all students.

- **Technology:** School divisions should provide ongoing professional development to expand strategies that implement blended and online learning approaches. Educators should continue to strengthen their skills to address the academic needs of all students using new approaches and engaging students online.

STUDENT NEEDS

Safety, belonging, and mental health are a necessary foundation for learning, and the immediate needs of students and staff must be met before learning can begin. Every division, school, teacher, and student will face their own unique set of barriers, challenges, and setbacks as a result of the COVID-19 pandemic. As school divisions plan professional learning, the physical, social, and emotional needs of particularly vulnerable students remain a priority and a continued focus on educational equity is critical. When creating professional development for staff, think of the various student needs present in the schools. Below are some of the student populations to consider when making decisions about professional development. See Appendix II, III, IV.

- Adult Education
- Early Childhood Education
- English Learners (EL)
- Gifted and Talented
- Homebound instruction
- Outplaced students
- Special Education and Student Service

PROGRAMMATIC AND SUPPORT NEEDS

A variety of offices and programs in Virginia public schools support the physical and emotional well-being of students through services that promote a safe, secure, and healthy learning environment. Ensure professional learning opportunities are developed for division and school support staff who play an important role in building relationships with students and families and by providing infrastructures for success. See Appendix I and IV.

- Assistant Principals and Principals
- Building services
- Central office
- Custodial
- Finance and accounting
- Food Services and School Nutrition
- Human Resources
- Instruction
- Library Media Specialists
- Registrar
- School Counseling
- School nurses
- Secretarial staff
- Technology
- Transportation

IDENTIFICATION OF INSTRUCTIONAL GAPS

In order to close instructional gaps, it is important to affirm continuously the value of the academic, emotional, and physical needs of the student and pathways to support the student's continued success. The VDOE provides instructional tools to help school divisions target essential knowledge and skills for grade levels and content areas. See Appendix II.

- **Assessment Data to Inform Instruction:** Determine which programs provide data that teachers and leaders can utilize to identify and bridge learning gaps or to extend learning opportunities for accelerating students. Consider identifying gaps in understanding through formative assessment during instruction.

- **Content Progression Charts:** Use progression charts as an instructional planning tool. These charts can be used to identify the vertical progression of specific content across grade levels or courses in order to connect instructional content to prerequisite knowledge, skills, and future concepts.

- **Content Instructional Tracker Log:** Use of this tool helps teachers, schools, and divisions make decisions regarding when and how standards, skills, and concepts can be built upon to close the instructional gaps.

- **Continuous and Targeted Improvement:** Determine the current capacity of the teachers to meet the needs of students. Understand the capacity of the students and design professional development to meet the needs.

INSTRUCTION AND ASSESSMENT

Assessments used should be designed to provide feedback to students, parents, and teachers regarding the extent to which the student has demonstrated proficiency in the content and skills included in the SOL covered and should demonstrate continued progress in implementing performance assessments as part of a balanced assessment system. See Appendix III.

- **Assessments - Formative Assessments:** Consider identifying gaps in understanding through formative assessment during instruction and provide professional development to support this approach.

- **Assessments - Performance Assessment:** Provide training on different assessment techniques including performance assessments and how they might be used during instruction rather than as a culminating project.

- **Career and Technical Education (CTE):** Design a plan for instruction using the CTE Administrative Planning Guide (APG).

- **Cross-Curricular Instruction:** Consolidate teacher efforts by harnessing shared knowledge across a grade level/course team and across schools to enhance deeper learning.

- **Early Childhood Education:** Provide time for a data-driven approach to early childhood professional development planning to ensure that the content is relevant, sufficient, and effective.

- **Gifted Education:** Educational leaders should consider what professional development is necessary to mitigate the impact of school closures on its gifted students.

- **Resource and Elective Courses:** Professional development plans should be grounded in the interests and needs of individual educators and allow for self-selection based on those interests and needs.

- **Virtual Virginia (VVA):** Professional learning is offered in a blended content for Virginia teachers through the Outreach Program, as well as the "Teaching Online with VVA" course.

OUTREACH

Family and community involvement are important factors for student achievement and success. Schools can help encourage engagement and partnerships to support students in becoming educated, productive, and responsible citizens. There are many ways administrators can lead efforts to invite families and the community to be involved in a child's education at school and at home. See Appendix IV.

- **Community and Family Engagement:** Host teams of teachers for "virtual make it and take it workshops" where small groups of teachers share their top tips for family engagement. Each teacher should come to the meeting prepared to share a particular tool or activity that can easily be replicated for use by others.

- **English Learner (EL) Families:** Use the expertise of bilingual parent liaisons or interpreters/translators to provide supplemental support to EL parents' efforts to improve EL academic achievement.

- **Families of Students with Disabilities:** VDOE has created resources to provide technical assistance to parents, educators, and other consumers to support students. This support includes Virginia Tiered Systems of Supports, which collaborates with school divisions to provide high quality professional development and coaching.

- **Health, Well-Being, and School Nutrition:** Health, nutrition, and well-being can be woven into a variety of lessons, and nutrition and activity are key elements. Professional development for all school staff, students, and families reinforces and fosters engagement within the school community.

- **Military Families:** VDOE provides resources and guidance for military service children and their families during all stages of transition and deployment.

- **Physical, Social, and Emotional Needs:** Not all students will return with the same needs as when they left. Identifying students in need of support early and providing them with targeted wrap-around supports is vital.

APPENDIX I
OPERATIONS AND LOGISTICS

A.   CODE OF VIRGINIA

In meeting the needs of educators as they work to instruct students following school closures it is important to take into consideration the regulatory code established in the *Code of Virginia* for professional development of personnel and who is responsible for ensuring this occurs. Administrators should consider the regulations established in the *Code of Virginia* and what professional learning opportunities need to be created to ensure these regulations are met. Professional development should be made available for license holders to select only those activities whose substance is clearly distributed within one or more of the professional growth domains.

Key Considerations

☐ Regulations Establishing Standards for Accrediting Public Schools in Virginia: Consider how professional development will continue in accordance with the Standards of Accreditation.

    ☐ 8VAC20-131-20. Philosophy, Goals, and Objectives.

    ☐ 8VAC20-131-210. Role of the Principal.

☐ Regulations Governing the Employment of Professional Personnel: Consider how changes to the academic calendar for 2019-2020 and possibly 2020-2021 impact the intended delivery of professional development.

    ☐ 8VAC20-441-30. Contractual Period Defined.

☐ Regulations Governing Educational Services for Gifted Students: Consider what professional learning opportunities may need to be provided for staff within gifted learning programs to meet the needs of students.

    ☐ 8VAC20-40-60. Local Plan, Local Advisory Committee, and Annual Report.

☐ Regulations Governing Special Education Programs for Children with Disabilities in Virginia: Consider professional learning opportunities for staff supporting special education programs and the impact of school closures on the continuing educational services for students receiving these services.

    ☐ 8VAC20-81-260. Federal Funds.

☐ Regulations Governing the Operation of Private Schools for Students with Disabilities: Consider what professional learning opportunities may need to be offered to those private facilities providing services to students with disabilities to ensure students are served equitably following school closures.

    ☐ 8VAC20-671-210. Responsibilities of the Licensee.

    ☐ 8VAC20-671-350. Staff Development.

    ☐ 8VAC20-671-360. Personnel Records.

☐ Licensure Regulations for School Personnel: Consider what professional learning opportunities may need to be provided and in what manner to enable professional staff to continue learning paths for licensure, licensure renewal, or additional endorsements.

    ☐ 8VAC20-23-40. Conditions for Licensure.

    ☐ 8VAC20-23-60. Designations on Licenses for Career Paths to Teaching.

    ☐ 8VAC20-23-420. Library Media Prek-12.

☐ 8VAC20-23-620. Administration and Supervision Prek-12.

☐ Regulations Governing the Review and Approval of Education Programs in Virginia: Consider what professional learning opportunities may need to be provided and in what manner to enable professional staff to continue learning paths for licensure, licensure renewal, or additional endorsements.

☐ 8VAC20-543-270. Driver Education (Add-On Endorsement).

☐ 8VAC20-543-320. Gifted Education (Add-On Endorsement).

☐ 8VAC20-543-370. Library Media Prek-12.

☐ 8VAC20-543-580. Mathematics Specialist for Elementary Education.

☐ 8VAC20-543-590. Mathematics Specialist for Elementary and Middle Education.

☐ 8VAC20-543-600. Reading Specialist.

☐ Regulations Governing the Designation of School Divisions of Innovation: Those divisions seeking the distinction of a School Division of Innovation will need to consider the continuous process of professional development to support their application for this award.

☐ 8VAC20-760-20. School Division of Innovation Designation.

B. COMMUNICATION, HEALTH, AND SAFETY

School divisions will need to provide professional development opportunities to ensure a safe, secure, and healthy learning environment as buildings reopen. Educational leaders are encouraged to consider how COVID-19 influences preparations for reopening school facilities. In addition, consider how it may impact student and school services, including the way a clean and healthy environment will operate moving forward.

Key Considerations

☐ **COMMUNICATION**

☐ Inform the school community of the measures that have been taken and procedures in place to create a safe, secure, and healthy environment for teaching and learning. Ensure that communication reaches every population.

☐ Consider how information about new protocols will be shared with itinerant staff, substitute teachers, school volunteers, visiting officials, visiting athletic teams, etc.

☐ **HEALTH AND SAFETY**

☐ Inspect the school clinic in light of new health protocols. Provide training to clinic staff and custodial staff on required maintenance of the physical clinic facility.

☐ Reexamine protocols and provide training to screen for infectious diseases and policies for absences and procedures for students needing to visit the clinic during the school day.

☐ Review procedures for staff working with children with special healthcare needs and if health management plans need to be updated with families.

☐ Review existing food safety and food storage protocols and consider if additional training is needed for staff.

☐ Analyze and train on existing protocols such as entry and exits into the cafeteria doors and lines.

☐ Re-examine donation practices at a school-level and division-level to ensure equitable access to necessary hygiene supplies (tissues, hand sanitizer, paper towels, etc.).

☐ Provide professional development on the structures and strategies to support physical distancing and other recommendations from the Center for Disease Control (CDC).

☐ **LEARNING ENVIRONMENT**

    ☐ Consider how COVID-19 impacts the care and cleaning of band equipment and athletic equipment as well as protocols for teams and events. Provide appropriate training and routines.

    ☐ Provide training to staff and students on practices to promote a clean learning environment. Resources to consider include classroom lessons and activities on hand washing and health promotion materials from the CDC.

    ☐ Consider what social distancing practices might be implemented to prevent the future spread of infectious diseases. Considerations might include desk arrangements, storage of classroom supplies, classroom routines, routines for moving throughout the school day, etc. Resources on preventing pandemics that include social distancing practices from the CDC may be helpful in planning.

    ☐ Create protocol and provide training on student and adult interactions (hugging, hand shaking, high fives etc.).

☐ **BUILDINGS AND MAINTENANCE**

    ☐ Develop procedures for retrieving materials and resources such as textbooks, laptops, equipment, etc., from students for the 2019-2020 school year Develop processes for cleaning and redistributing for all learning scenarios.

    ☐ Develop a process for cleaning out lockers, desks, cubbies, workrooms, classrooms and retrieval process for families and staff.

    ☐ Consider if maintenance and cleaning schedules in school facilities need to be modified with emphasis on public and common areas. Determine if additional staff and/or supplies will be needed based on new protocols. Provide training to school maintenance and custodial staff on best practices for minimizing the spread of infectious diseases.

    ☐ Consider how transportation using school buses and other division-operated vehicles will need to be modified. Provide training for personnel on best practices for cleaning vehicles and storage of vehicles when not in use.

C.   SCHOOL REDESIGN, SCHEDULING, AND PLANNING

Administrators must consider creative, alternative school designs that will most effectively address health and safety recommendations and lost learning and meet the varied and uncertain social, emotional, and academic needs of all students. To accomplish this, leaders should reexamine their current systems, programs, policies, and resources to determine next steps for scheduling, planning, and staff development to prepare for school redesign.

Key Considerations

☐ Consider the reality that restrictions may be placed on social contact when schools reopen (i.e. maximum group size, physical distancing within facilities, etc.). Determine ways to meet the needs of students that can withstand additional social distancing scenarios that may be implemented during the next school year.

☐ Prepare for hybrid approaches to schooling to support students in-person and remotely across content areas.

☐ Re-think rigid class sizes and one-teacher classroom models to target individual attention, especially for struggling students. Use instructional coaches, reading/mathematics specialists, etc., to "push-in" (as opposed to "pull-out") for direct instruction with flexible groups.

☐ Improve the use and function of support staff (e.g. counselors, paraprofessionals, instructional coaches) in

the execution of new strategies including the need for increased time for collaboration and planning.

☐ Consider the specific needs of administrative and support personnel and provide professional development opportunities considering the new responsibilities as a result of school redesign and the impact on job functions.

☐ Provide adequate planning time for teachers for collaboration. See Finding time for collaborative planning.

☐ Utilize extended instructional blocks/days by maximizing instructional time during the school day, including remediation and double course blocks. Consider extended class periods that encourage deep thinking, engagement, or remediation. See suggestions from School Design: Strategic Scheduling School Design Scheduling Checklist by Education Resource Strategies.

☐ Determine and communicate to staff how to manage schedules and transitions as it pertains to the CDC and division's social and physical distancing guidelines.

D.   TECHNOLOGY

School divisions should provide ongoing professional development on technology to expand strategies that implement blended and online learning approaches. Educators should continue to strengthen their skills to address the academic needs of all students using new approaches and engaging students online.

Key Considerations

☐ Conduct a technology needs assessment and inventory to review effective tools for online teaching

☐ Provide professional development for teachers on the technology tools needed to successfully teach online or in a blended learning model. Include strategies to support effective classroom management in a virtual setting.

☐ Utilize expertise of instructional technology resource teachers (ITRT) or similar to provide professional development to teachers on innovative approaches to teaching and learning including a blending of non-technology, face-to-face, and virtual platforms.

☐ Provide professional development on how to design, implement, and assess in a virtual environment, as well as how to connect and communicate with students in a virtual environment.

☐ Use how-to tutorials, industry certifications, and/or micro-credentials to enhance professional skills.

☐ Consider unplugged/non-digital activities for use in early grades.

☐ Follow school division policies for approved applications, software, and use of Internet resources.

☐ Consider technology-focused professional development that includes but is not limited to digital citizenship, student privacy, Copyright and Fair Use, and Acceptable Use Policies.

☐ Include assistive and other appropriate technologies for students based on IEP's, 504e plans, ELL's, etc.

APPENDIX II
IDENTIFICATION OF INSTRUCTIONAL GAPS

A. ASSESSMENT DATA TO INFORM INSTRUCTION

Using data to inform instruction designed to remediate gaps in learning and to focus efforts used to accelerate learning for students is critical following school closures. As aggregate Standards of Learning (SOL) assessment data will not be available from the 2019-2020 school year, school leaders must rely on data from programs implemented at the division and/or school level. Professional development should focus on data utilization to guide remediation and acceleration efforts and follow FERPA guidelines.

Key Considerations

- [ ] Determine what data from local assessments or other standardized assessments will be useful in evaluating student progress.

- [ ] Consider creating an inventory of assessments used within the schools and determine their effectiveness by analyzing the data available that will assist with remediation and acceleration efforts.

- [ ] Consider the use of formative assessment during instruction to identify gaps in understanding instead of administering comprehensive assessments as the school year begins and determine what professional development is needed to support this approach.

- [ ] Utilize the Student Detail by Question (SDBQ) and Student Performance by Question (SPBQ) reports available for all assessments completed by students during the 2019-2020 school year. Divisions can access the Using Student Reports to Guide Remediation: The Student Performance by Question Report video to assist with interpreting these reports. Access the Using the Student Data Extract File to Guide Instructional Decision Making video to assist with interpreting Student Data extracts.

B. CONTENT PROGRESSION CHARTS

Progression charts are tools that support the identifying concepts aligned to the approved Standards of Learning (SOL) by content area and that articulate across grade levels or courses. The Progression Charts have two possible uses:

- [ ] Instructional planning tool: use to identify the progression of specific content across grade levels or courses in order to connect instruction to prerequisite knowledge and future concepts

- [ ] Remediation or acceleration planning tool: use with local and/or state data to pinpoint targeted areas for individual student remediation (e.g., classroom remediation, intervention strategies, before/after school remediation or acceleration, expedited retakes, etc.) or acceleration

Key Considerations

- [ ] ENGLISH
  - [ ] Communication Progression Chart
  - [ ] Reading Progression Chart
  - [ ] Writing Progression Chart
  - [ ] Grammar Progression Chart

- [ ] Research Progression Chart
- [ ] MATH
  - [ ] Mathematics Vertical Articulation Tool (MVAT)
- [ ] HISTORY and SOCIAL SCIENCE
  - [ ] History and Social Science Standards of Learning Skills' Progression Chart
- [ ] SCIENCE
  - [ ] Progression Charts for the 2018 *Science Standards of Learning* will be available later in the year. Utilize the recently adopted 2018 Standards and Curriculum Framework.
- [ ] FINE ARTS
  - [ ] Progression Charts for the 2020 *Fine Arts Standard of Learning* will be available after the Board of Education SOL approval in 2020
- [ ] WORLD LANGUAGES
  - [ ] Skills Progression Charts

C.   CONTENT INSTRUCTIONAL TRACKER LOG

As the content, skills, or concepts introduced in grade level and courses repeat, many build in complexity over different courses. VDOE has provided this Standards of Learning instructional tracker tool to help teachers, schools and divisions track their *current reality, next steps,* and *upcoming* school year. This tool is intended to be guides to support instructional decisions made at the local level. The SOL Instructional Tracker Log also provides an opportunity to make decisions regarding when and how standards, skills, and concepts can be built upon as they were not taught in a face-to-face setting and how to close instructional gaps. Schools would need to determine how they should recover instruction lost in these specific areas using a number of resources including local curriculum and pacing charts and the VDOE Content Specific Progression Charts.

VA SOL GRADE/COURSE _____

Standards of Learning	SOL Sufficiently covered prior to school closure	Skills covered sufficiently during closure	Not yet sufficiently covered	Subsequent Grade/ Course Connections where skill will appear next *utilize VDOE Progression Charts	Comments and ideas to close instructional gaps

D. CONTINUOUS AND TARGETED IMPROVEMENT

A continuous, targeted improvement pathway that improves school quality and learning for all stakeholders requires a proactive approach with inclusive practices. As leaders utilize collaborative teams, a culture of growth through understanding and action can be achieved. School teams must be ready to problem solve together to identify contributing causes, use data to inform the pathway, and develop an environment that promotes learning for all.

Key Considerations

☐ Determine the current capacity of the teachers to meet the needs of students. Understand the capacity of the students and design professional development to meet the needs.

☐ Take an asset inventory to determine if the resources are providing the desired outcomes.

☐ Learn more about the science of implementation and the impact of the decision-making processes.

☐ Reflect on how teams monitor and evaluate current professional development opportunities.

☐ Ensure that the professional development cycle is aligned with student achievement outcomes.

☐ Explain data protocols with the entire staff.

☐ Reflect: Has a culture survey been conducted? If so, how did the findings guide the decision-making process?

APPENDIX III
INSTRUCTION AND ASSESSMENT PROFESSIONAL DEVELOPMENT

A. ASSESSMENTS: FORMATIVE

Consider the use of formative assessment during instruction to identify gaps in understanding instead of administering comprehensive assessments as the school year begins and determine what professional development is needed to support this approach. Using formative assessments may maximize instructional time while providing teachers with information about gaps through pre-assessments, "just in time" and within the context of instruction.

Key Considerations

☐ Determine professional learning needs and consider if schoolwide or division-wide strategies will be selected as a focus to provide consistency among and between classrooms and schools. Develop training that can be provided in-person or virtually that includes follow-up sessions throughout the school year. Setting the Stage for Formative Assessment, a webinar series designed for use with teachers and grounded in work done by Margaret Heritage, is a helpful resource.

☐ Build common understanding and common language for formative and summative assessment. Resources to consider for training are included on the VDOE Performance Assessments and Local Alternative Assessments webpage and the English Standards of Learning Institutes.

☐ Provide training in the use of Algebra Readiness Initiative Formative Assessment Items to inform mathematics instruction in grades 3 through Algebra I.

☐ Consider a book study approach for professional learning, selecting one book for the school or different books for departments. Use faculty, grade-level, or department meetings for professional development. Suggestions:

  ☐ Frey, N. and Fisher, D. (2011). The formative assessment action plan: Practical steps to more successful teaching and learning. ASCD.

  ☐ Hattie, J.A.and Zierer, K. (2018). 10 Mindframes for visible learning: Teaching for success. Routledge.

  ☐ Leahy, S. and Wiliam, D. (2015). Embedding formative assessment: Practical techniques for K-12 classrooms. Learning Sciences International.

  ☐ Leinwand, S. (2009). Accessible mathematics: Ten instructional shifts that raise student achievement. Heinemann.

  ☐ Pierce, K. and Ordonez-Jasis, Rosario (2018). Going public with assessment: A community practice approach. NCTE.

B. ASSESSMENTS: PERFORMANCE

Using performance assessment, especially formative performance tasks, is an effective and efficient means to develop concepts and skills within and across content disciplines. Provide professional development on performance assessment and address the misconception that performance assessments and tasks take extensive time to implement, as some types can be completed within one class period.

Key Considerations

- ☐ Provide training on different types of performance assessment and how they might be used during instruction (formative) rather than as a culminating project at the end of a unit (summative).

- ☐ Revise existing local performance tasks to include content that was not taught before school closures and/ or to include cross-curricular, interdisciplinary connections. Resources from VDOE to support this work are on the Performance Assessments and Local Alternative Assessments webpage. Tasks to consider include Performance-Based Assessments and Performance Tasks: Cornerstones of Curricula.

- ☐ Align the Rich Mathematical Tasks from the VDOE with identified learning gaps for which additional instruction is needed or areas in which students would benefit from extended thinking.

- ☐ Utilize resources provided by VDOE for performance assessment in English instruction, including the Comprehensive Literacy: Instructional Plans and the Comprehensive Literacy Webinar Series.

- ☐ Consider how resources offered by professional organizations, regional partners, consortia, etc., may be used to inform decisions and professional development.

C. CAREER AND TECHNICAL EDUCATION

Career and Technical Education (CTE) programs in Virginia public schools serve more than 640,000 students in one or more CTE courses in grades 6-12. These programs are designed to prepare young people for productive futures while meeting the Commonwealth's need for well-trained and industry-certified technical workers.

Key Considerations

- ☐ Familiarize teachers and counselors with the Academic and Career Plans of Study (Planning Tool).

- ☐ Utilize the CTE Resource Center curriculum-related publications that address specific courses or programs.

- ☐ Review the series of training videos for administrators that provide sustained professional development on the responsibilities of the CTE administrator.

- ☐ Design a plan for instruction using the CTE Administrative Planning Guide (APG). The APG is organized by career clusters, with a complete listing of courses, concentration sequences, and credentials.

- ☐ Utilize the Career Connection resource provided by CTE when planning lessons.

D. CROSS-CURRICULAR INSTRUCTION

Cross-curricular instruction can provide opportunities for students to engage with content and make connections across multiple disciplines within a lesson or unit. Written and verbal communication form the bedrock of cross-curricular instruction, allowing students to practice transferable skills gained across disciplines as they work independently or collaboratively. Professional development and planning should remove barriers to effective cross-curricular teacher collaboration.

Key Considerations

- [ ] Consolidate teacher efforts by harnessing shared knowledge across a grade level/course team and across schools to enhance deeper learning.

- [ ] Provide common cross-curricular planning time to allow teachers the opportunity to draw out components of discipline-specific content and skills and make explicit cross-curricular connections in their instruction.

- [ ] Encourage teachers to develop student-facing compelling questions for their courses that are rooted in larger concepts. Comparing and contrasting these across disciplines should facilitate cross-curricular learning and provide an avenue for students to learn together, communicating their thinking and reasoning.

- [ ] Target learning gaps and assist students in recovering missed learning through cross-curricular planning and instruction.

- [ ] Create STEM cross-curricular tasks that require students to use disciplinary content and practices to collaborate, apply creativity, and problem-solve while addressing authentic, real-world problems.

- [ ] Embed extension opportunities in research across all disciplines that ask students to consider the civic actions they could take based on their findings and conclusions to draw attention to real-world issues.

- [ ] Sign up for TeacherDirect, which provides a direct line of communication with classroom teachers and educators.

E. EARLY CHILDHOOD EDUCATION

Early childhood professional development should be individualized based on the classroom data; focused on curriculum, assessment, teacher-child interactions, and equity; and delivered with fidelity. Professional development should be offered to all early childhood teachers and teaching assistants.

Key Considerations

- [ ] Provide time for a data-driven approach to early childhood professional development planning to ensure that the content is relevant, the amount is sufficient, and the professional development is effective.

- [ ] Feedback and analysis loops provide teachers opportunities to implement a new practice, receive feedback on their practice, and analyze their practice with a colleague.

- [ ] Review resources from the VDOE partnership with Advancing Effective Instruction and Interactions.

- [ ] Discuss methods on how to support families with appropriate learning delivery models for younger learners.

- [ ] Coherence involves an intentional approach to integrating curricula (what teachers teach), assessments (e.g., child outcomes), and classroom observation (e.g., CLASS™ scores) with the professional development that teachers receive.

- [ ] Provide professional development to all early childhood teachers and teaching assistants.
- [ ] Discuss strategies to engage families, support families in promoting ongoing learning and development in a culturally- and linguistically-responsive manner and ensure family priorities for their children are heard even if they might look different from educator's priorities.

F.   GIFTED EDUCATION

School divisions are required to identify and provide instructional services to gifted K-12 students to meet their needs. To support this, each local school board approves a comprehensive plan for the education of gifted students. Additional guidance to consider is provided by VDOE Gifted Education. Educational leaders should consider what professional development is necessary to mitigate the impact of school closures on its gifted students and to ensure that educational opportunities for gifted students communicated in the local comprehensive plan continue to be met.

Key Considerations

- [ ] Supporting the Identification and Achievement of Twice-Exceptional Students
- [ ] Educational Opportunities for Gifted Students at the High School Level
- [ ] Educational Opportunities for Gifted Middle School Students
- [ ] Increasing Diversity in Gifted Education Programs in Virginia
- [ ] Project PROMISE for Primary Grades
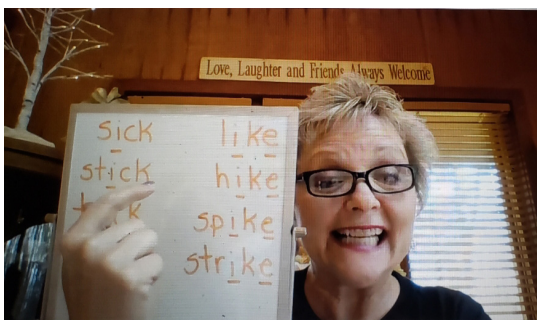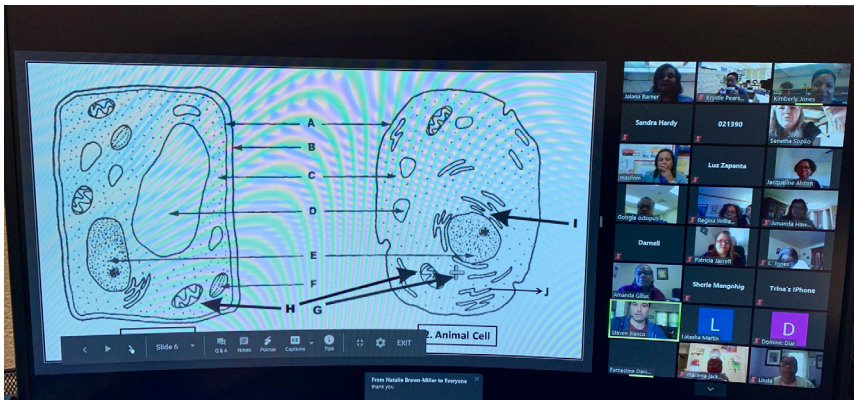
G. RESOURCE AND ELECTIVE COURSES

Professional development plans should be grounded in the interests and needs of individual educators and allow for self-selection based on those interests and needs. A common challenge that resource and elective teachers express is that professional development often does not take their unique curriculum into account. Topics of particular interest to resource and elective teachers may include social and emotional learning, authentic performance tasks and assessments, proficiency-oriented instruction and assessment, discipline-specific distance learning pedagogy, and culturally inclusive instructional practices that support diverse student populations.

Key Considerations: Elementary Resource

☐ Reflect on how will resource teachers assess and address social/emotional learning and physical wellness of returning students?

☐ Think about the strategies resource teachers leverage through creative courses and physical education courses that promote mental and physical wellness and positive social interactions.

☐ Consider how schools with Dual Language/Immersion programs can meet the needs of students. Consider the principles of Universal Design for Learning as an instructional model to support differentiation in classrooms.

☐ Collaborate to plan schoolwide or community events as part of the instructional activities of the elementary resource team. How might these activities be modified to meet new policies and guidance for various events?

Key Considerations: Secondary Elective Courses

☐ Consider and plan for the unique needs of the course curriculum or processes that will be affected by changes related to new pandemic-related policies.

☐ Reflect on how will elective teachers address the needs of diverse learners in terms of content knowledge, advancement, and grades?.

☐ Consider how advancement and/or audition requirements for student placement at the next level might be re-evaluated to ensure equity and access.

☐ Reflect on how will elective teachers adjust instructional practices to incorporate social distancing requirements (band, chorus, physical education group exercise, etc.).

☐ Determine how student fees for instructional programs will be modified to balance program changes, equity, access, and the need to procure materials for instruction.

H. VIRTUAL VIRGINIA

Virtual Virginia (VVA) offers online Advanced Placement, world language, core academic, and elective courses to students throughout the Commonwealth. Virtual Virginia offers professional learning in blended content for Virginia teachers through the Outreach Program, as well as the "Teaching Online with VVA" course for teachers interested in learning online teaching methods and pedagogy.

Key Considerations

☐ Guide teachers through best practices in blended delivery, content-customization using online tools, and sharing resources in a common forum.

☐ Explore the use of open educational resources (OER) and #GoOpenVA resources with teams.

- [ ] Explore characteristics and benefits of project-based approaches (PBA) using specific classroom scenarios.

- [ ] Learn how to plan and manage collaboration activities that integrate online collaborative tools that are increasingly part of globally connected workplaces.

- [ ] Provide professional development on interactive e-learning experience. Help teachers develop an understanding of blended learning, including what it is and how it benefits students.

- [ ] Explore how to design student projects and assessments that address critical thinking skills when collecting and analyzing data. Assist teams on the use of technology to support students' collection, organization, and presentation of data.
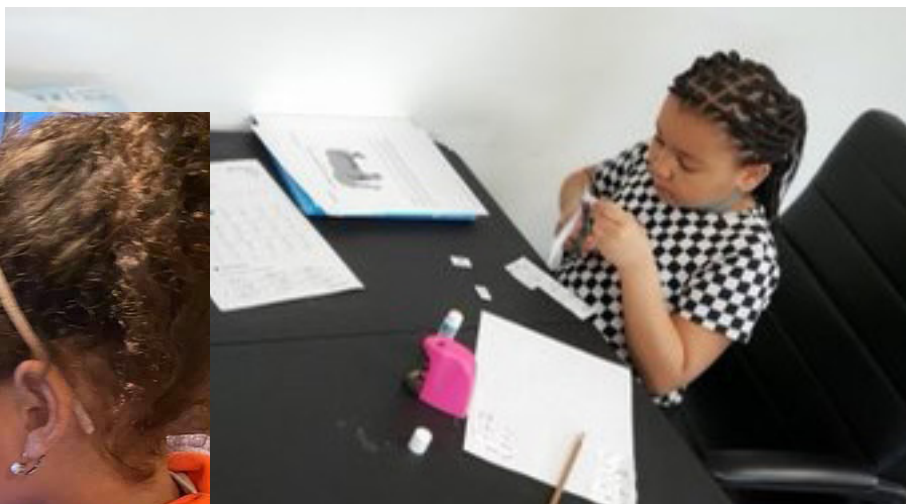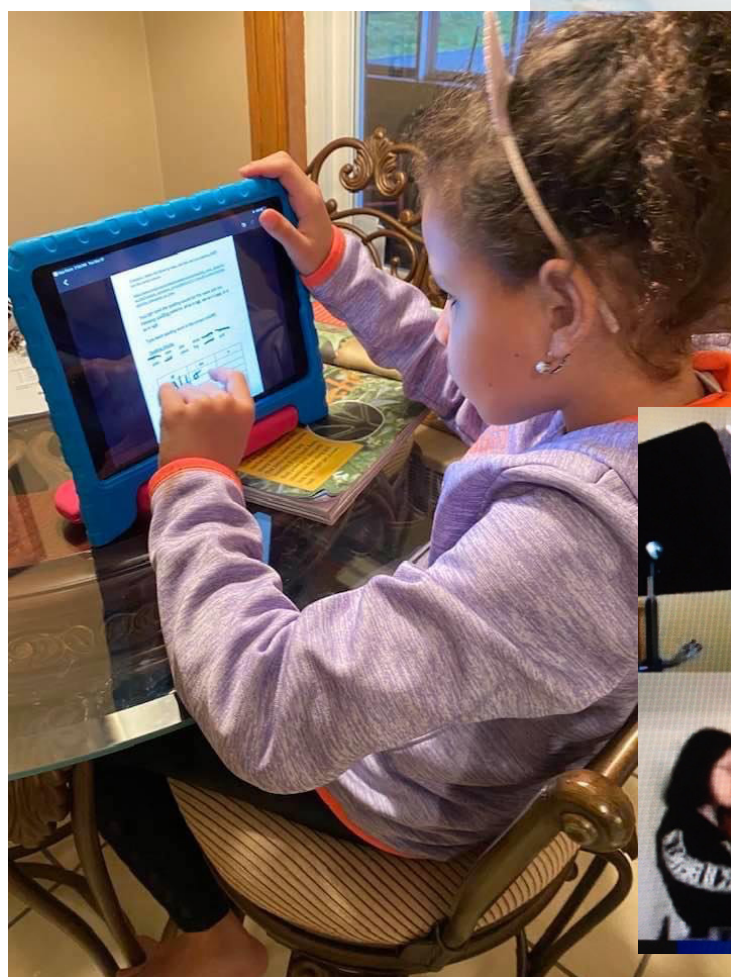
APPENDIX IV
OUTREACH

A.   COMMUNITY AND FAMILY ENGAGEMENT

Professional Learning Communities could engage in professional development activities focused on family and community engagement topics. There are many ways administrators can lead efforts to invite families and the community to be involved in a child's education at school and at home. Remember, when parents get involved and stay involved, all students achieve at higher levels. Host teams of teachers for "virtual make it and take it workshops" where small groups of teachers share their top tips for family engagement. Each teacher should come to the meeting prepared to share a particular tool or activity that can easily be replicated for use by others.

Key Considerations

☐ Schedule school counselors to meet virtually to plan family engagement activities related to social-emotional learning. Culpeper County Public Schools has developed a list of resources that could be used as a starting point.

☐ Plan new or targeted outreach and re-engagement efforts or strategies designed to reach all populations. See How Family Friendly is Your School Checklist and Relationship Mapping.

☐ Reach out to local university teacher preparation programs to learn whether a virtual student mentoring program may be available or established.

☐ Partner with resource center staff or community partners to develop and provide parenting workshops.

☐ Use social media platforms to engage families, and host interactive discussions with various platforms. One example is a Facebook Live session from Fairfax's superintendent answering concerns around school closure.

☐ Engage with instructional technology staff to offer workshops to educators and families on the use of online collaboration tools such as Google Classroom, Zoom, and/or other division specific platforms.

☐ Plan events to support engaging the school, family, and community using resources from the National Association for Family, School, and Community Engagement.

☐ Create a hotline to solicit questions, engagement ideas, and suggestions from families and community members.

☐ Seek input from parent advisory committees at the school and/or division level.

☐ Host virtual family workshops to promote family and community connections.

B.   ENGLISH LEARNERS

The VDOE has provided a variety of resources to support instruction for English Learners (ELs). The Language Instruction Educational Program (LIEP) Models in Virginia provide a list of research-based characteristics of effective instruction for ELs, which are applicable to in-school, online, and offline settings. To support English Learners, Title III, Part A funding can be used to provide supplemental LIEPs professional development, and parent, family, and community engagement activities.

Key Considerations

☐ Utilize the planning process from the VDOE EL Teacher Toolkit.

☐ Visit VDOE Professional Development Pathways for links to topics and resources to support EL programs.

☐ Create planning time for LIEP specialists and general education/content specialists to collaborate and discuss instructional materials and lessons to ensure that all directions, expectations, and content are accessible to ELs.

☐ Use the expertise of bilingual parent liaisons or interpreters/translators to provide supplemental support to EL parents' efforts to improve EL academic achievement.

☐ Utilize content-specific resources when planning for instruction.

☐ Create or acquire online or paper versions of bilingual or language acquisition literature to support ELs and engage parents in content learning at home. Include ideas for student use of language within four domains: reading, listening, speaking, and writing.

C.   FAMILIES OF STUDENTS WITH DISABILITIES

VDOE Special Education and Student Services has created resources to provide technical assistance to parents, school personnel, and other consumers to support students and programs. All resources are intended to provide guidance for addressing the regulatory requirements and instructional elements needed for a student's free appropriate public education (FAPE). VDOE Regulations Governing Special Education Programs for Students with Disabilities and other Virginia guidance documents should be used in conjunction with these resources.

Key Considerations

☐ Determine as a team or as individuals the areas of professional learning needed by using the Technical Assistance and Guidance document.

☐ Utilize the expertise from the Training and Technical Assistance Centers (TTAC).

☐ Recommend leaders for the VDOE Leadership Academies.

☐ Share strategies on how to create a welcome and inclusive environment when meeting with families of students with disabilities (e.g. IEP meetings).

☐ Discuss strategies to use that ensure family priorities for their children are heard even if they might look different from educator's priorities.

☐ Provide professional development on effective communication and sensitivity training for educators.

☐ Review the tool Critical Decision Points for Families of Children with Disabilities.

☐ Utilize the Virginia Tiered Systems of Supports. VTSS is a data-informed decision-making framework for establishing the social, academic, and behavioral supports needed to create effective learning environments.

D.   HEALTH, WELL-BEING, AND SCHOOL NUTRITION

Health, nutrition, and well-being can be woven into the fabric of every lesson and nutrition and physical activity are key elements. Professional development for all school staff, students, and families reinforces and fosters engagement within the school community. The school nutrition program is the ideal setting to model healthy behaviors that can be used as a learning lab for students to practice life skills. Extension activities at home maintain connectivity with the school environment, and this links back to the school cafeteria to practice and utilize lessons learned.

Key Considerations

☐ Plan professional development to incorporate learning activities focused on the importance of healthy nutrition. Review resources from Garden-Based Learning, Virginia Cooperative Extension, and Master Gardeners to support equitable access for gardening resources to rural, urban, and suburban communities.

☐ Focused on the Whole Child Model: nutrition, physical activity, health, and well-being and promote being outdoors in the fresh air to enhance personal well-being.

☐ Implement processes and procedures for meal preparation and delivery during school closures.

☐ Provide training to all families to ensure healthy meals are maintained at school and at home

☐ Consider new safety factors for food handling and how they will be reinforced and monitored.

☐ Implement health lessons to include hand washing, cafeteria etiquette, food safety, and sanitation.

E.   MILITARY FAMILIES

Virginia is a proud member of the Interstate Compact on Educational Opportunity for Military Children and is committed to the care and education of the children of the men and women of our armed forces. By partnering with school liaison officers, military leaders, educators, and community organizations, the VDOE provides resources and guidance for military service children and their families during all stages of transition and deployment.

Key Considerations

☐ Plan events with School Liaison Officers to work in partnership with the leaders of military commands.

☐ Recognize and celebrate annually the Month of the Military Child.

☐ Review Virginia Laws Related to the Education of Military Children.

☐ Apply school recognition by the Purple Star Designation Program.

F.   PHYSICAL, SOCIAL, AND EMOTIONAL NEEDS

Physical, social, and emotional needs are a necessary foundation for learning, and the immediate needs of students and staff that must be met before learning can begin. Schools must prioritize building relationships, generating optimism and creating a safe environment from the very beginning of the 2020-2021 school year. Every division, every school, every teacher, every student will face their very own unique set of barriers, challenges, and set-backs as a result of the COVID-19 pandemic. As school divisions plan professional learning, the physical, social, and emotional needs of particularly vulnerable students remain a priority and a continued focus on educational equity is critical. Identifying students in need of support early and providing them with targeted wrap-around supports is vital.

Key Considerations

- [ ] Continue to make decisions with the needs of vulnerable and underserved populations in mind and ensure that communication strategies are designed to reach all populations.

- [ ] Consider convening a division-wide or schoolwide Return to Learning Equity Team to inform these decisions, as suggested by the Continuity for Learning Task Force.

- [ ] Ensure all populations are informed of the avenues through which families can share confidential information about their needs and the needs of their children. Inform staff of protocols for sharing this information among appropriate staff and indicate who will work with families to meet their needs.

- [ ] Evaluate current supports and programs to identify anticipated student needs that could go unaddressed (i.e. resource mapping).

- [ ] Identify students who may need additional emotional support after being away from school for the lengthy closures. Develop a plan to assist these students with the transition back to school and share the plan with teachers.

- [ ] Collect data and research to identify barriers to learning (root cause analysis) and utilize evidence-based, target interventions. See School Health Assessment and Performance Evaluation (SHAPE) System.

- [ ] Offer schoolwide professional development to equip staff to meet current needs and to increase capacity for a trauma-informed approach using Parent-Teacher Home Visits, Community Walks, Trauma-Informed Schools.

- [ ] Utilize and train school counselors, social workers, psychologists, and other mental health staff to support students and families in need. Maximize the time scheduled for school counselors to support students.

- [ ] Determine ways to identify students who are new to the building in need of social-emotional support. Provide training to staff and share resources as part of the registration process.

- [ ] Develop a plan to help students and staff members cope with the loss of any students or staff and communicate available support resources to all populations.

APPENDIX V
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